



## Fairfield School District

1226 US Highway 321 By-  
Winnsboro, South Carolina

**Grades** PK-12 District  
**Enrollment** 3,382 Students  
**Superintendent** Samantha J. Ingram, Ph.D. 803-635-4607  
**Board Chair** Mrs. Catherine Kennedy 803-337-3522

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>At-Risk</b>	<b>Below Average</b>
2008	At-Risk	Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

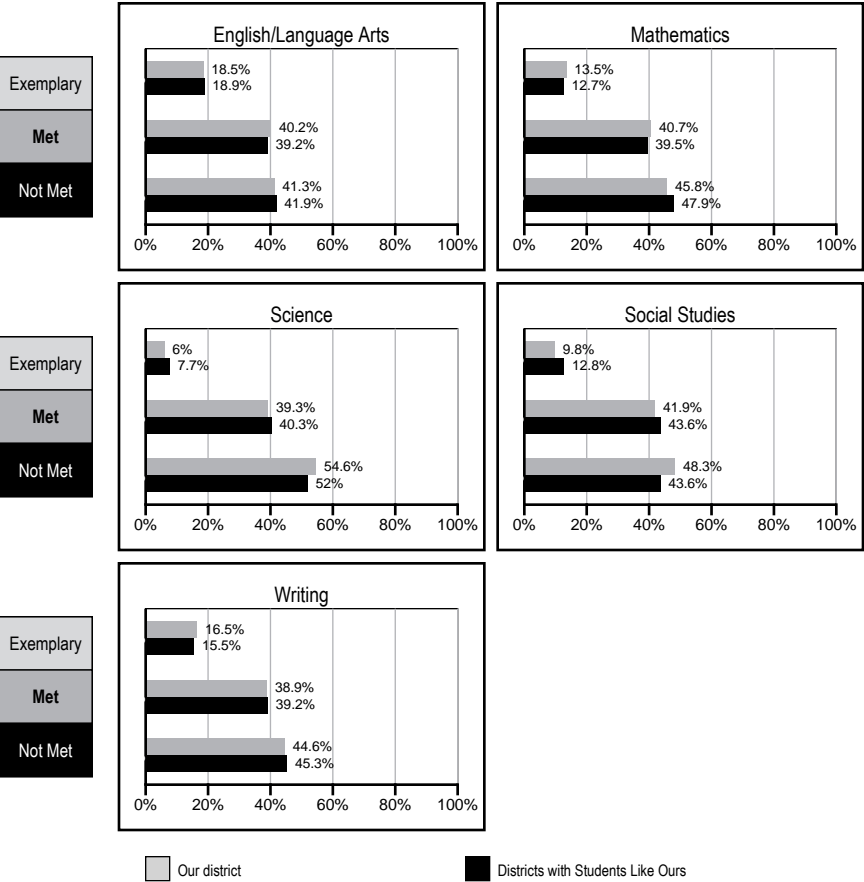
98.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	7	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	68.4%	74.9%	66.5%	65.8%	70.0%	61.8%
Passed one subtest	13.7%	12.3%	16.1%	17.9%	15.8%	19.4%
Passed no subtests	1.8%	12.8%	17.4%	16.3%	14.2%	18.8%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	67.8%	59.6%
English 1	54.7%	48.4%
Physical Science	26.0%	33.6%
US History and the Constitution	12.4%	18.0%
All Subjects	41.0%	40.5%

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## District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n=3,382)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	2.1%	Down from 3.2%	4.0%	3.1%
Attendance rate	94.9%	Down from 95.2%	95.3%	95.7%
Eligible for gifted and talented	7.3%	Down from 11.6%	5.6%	11.2%
With disabilities other than speech	11.6%	Down from 12.5%	11.4%	10.6%
Older than usual for grade	3.3%	Down from 4.1%	5.9%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Down from 1.7%	0.4%	0.5%
Enrolled in AP/IB programs	16.6%	Up from 12.3%	6.4%	10.5%
Successful on AP/IB exams	N/A	N/A	44.4%	51.2%
Eligible for LIFE Scholarship	28.6%	Up from 9.0%	29.3%	30.8%
Enrolled in adult education GED or diploma programs	164	Up from 72	28	40
Completions in adult education GED or diploma programs	12	Up from 8	15	30
Annual dropout rate	3.1%	Down from 3.5%	3.6%	3.4%
<b>Teachers (n=290)</b>				
Teachers with advanced degrees	55.5%	Up from 52.8%	53.1%	56.8%
Continuing contract teachers	58.6%	Up from 54.7%	66.4%	76.7%
Teachers with emergency or provisional certificates	13.4%	Down from 17.8%	11.5%	4.6%
Teachers returning from previous year	79.6%	Down from 85.9%	83.4%	88.4%
Teacher attendance rate	95.9%	Down from 97.9%	95.0%	95.0%
Average teacher salary*	\$46,345	Up 3.0%	\$44,234	\$46,992
Vacancies for more than nine weeks	1.0%	No Change	1.7%	0.4%
Professional development days/teacher	13.1 days	Up from 12.1 days	12.7 days	13.1 days
<b>District</b>				
Superintendent's years at district	2.0	Up from 1.0	3.3	3.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 16.5 to 1	19.1 to 1	20.5 to 1
Prime instructional time	88.9%	Down from 92.2%	89.1%	89.8%
Dollars spent per pupil**	\$12,564	Up 3.3%	\$11,242	\$9,279
Percent of expenditures for teacher salaries**	48.5%	Up from 47.9%	48.1%	52.7%
Percent of expenditures for instruction**	52.5%	Up from 51.3%	52.5%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	8	No Change	5	9
Number of magnet schools	1	No Change	0	0
Portable classrooms	9.2%	Down from 13.6%	3.0%	3.5%
Average age in years of school facilities	31 Years	Up from 30 Years	32 Years	28 Years
Number of schools with SACS accreditation	8.0	No Change	4.0	8.0
Parents attending conferences	93.0%	N/A	92.2%	93.9%
Average administrator salary	\$79,110	Up 3.1%	\$74,218	\$79,261

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	236	87.3%	888	41.0%	281	73.0%	Yes
<b>Gender</b>							
Male	110	89.1%	442	40.5%	136	75.0%	N/A
Female	126	85.7%	446	41.5%	145	71.0%	N/A
<b>Racial/Ethnic Group</b>							
White	21	90.5%	82	57.3%	27	48.1%	N/A
African American	211	86.7%	786	38.5%	249	75.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	16	62.5%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	38	55.3%	151	17.2%	44	45.5%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	15	60.0%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	186	85.5%	669	38.1%	216	71.8%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	87.3%	90.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	281	207
Number of Diplomas	205	144
Rate	73.0%	69.9%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	402	409	413	433	407	405	1222	1247		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	14.2	13.9	16.5	16.4	15.3	14.9	16.0	16.4	15.6	15.5
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/County Council
Average Number of Hours of Training Annually	35.4 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Fairfield County School District is located in a rural community and serves 3,320 students in nine schools. We are proud of the many accomplishments and new initiatives in Fairfield County, which have been supported by the Board of Trustees and community. Through the combined efforts of our principals, teachers, staff, students, parents, and stakeholders, we have made great strides in achieving our academic goals.

On the 2008 Palmetto Achievement Challenge Test (PACT), our district's highest percentage of students scoring Proficient or Advanced occurred in third and fourth grades in the area of English/Language Arts. The students in fourth and fifth grades were the top performers on the PACT in the area of mathematics. In science, the students in fourth grade had the highest percent of students scoring proficient or advanced, and in social studies, the students in sixth grade had the highest percent of students scoring proficient or advanced. Notable increases from the 2007 administration of PACT to the 2008 administration in regards to the percent of students scoring proficient or advanced are evident in the following areas: fifth grade English/Language Arts with a 5.1% increase; fifth grade mathematics with a 14.8% increase; seventh grade mathematics with a 7% increase; fifth grade science with an 11.6% increase; and seventh grade social studies with a 7.6% increase. On the High School Assessment Program (HSAP), the passage rate for both subtests increased 6.5%.

The strategic plan for the School District of Fairfield County focuses on teaching and learning, parental and community involvement, building leadership capacity, communication, and achieving beyond academics. In an effort to promote student achievement, we have implemented the following instructional programs: Reading First, embedded intervention in all schools, credit recovery, Making Middle Grades Work, High Schools that Work, Math Strategies, Activities Integrating Math and Science, and Skills Tutor. Students are assessed using Measures of Academic Progress (MAP) twice a year for formative purposes, and are administered benchmark assessments four times a year to measure progress on South Carolina state standards.

Teachers, principals, students, parents, and stakeholders are dedicated to the success of every child in Fairfield County. Through the continued vision and leadership provided by the administration, teachers, Board of Trustees, and the community, the School District of Fairfield County will provide a quality, standards-based education for all students

Marie Milam, Acting Superintendent, The School District of Fairfield County

No Child Left Behind

District Adequate Yearly Progress

No

This district met 14 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

The Fairfield School District consists of 8 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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# PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	1396	99.5	40.8	40.7	18.5	71.7	82.8	Yes	Yes
<b>Gender</b>									
Male	688	99.7	47.9	36.6	15.5	66.4	79.3	N/A	N/A
Female	708	99.3	34.2	44.6	21.3	76.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	187	98.9	33.9	37.3	28.8	77.4	89.5	Yes	Yes
African American	1184	99.7	42.0	41.3	16.7	70.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	25	96.0	31.3	37.5	31.3	68.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>									
Disabled	237	98.7	72.1	23.4	4.5	44.1	52.0	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	22	100.0	33.3	40.0	26.7	66.7	75.1	I/S	I/S
<b>Socio-Economic Status</b>									
Subsided meals	1206	99.7	43.0	40.6	16.4	70.0	75.5	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1396	99.5	45.3	41.3	13.3	65.6	78.9	Yes	Yes
<b>Gender</b>									
Male	688	99.7	47.7	39.6	12.7	62.6	77.0	N/A	N/A
Female	708	99.3	43.1	43.0	13.9	68.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	187	98.9	39.0	41.2	19.8	73.4	87.2	Yes	Yes
African American	1184	99.7	46.4	41.3	12.3	64.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	25	96.0	37.5	43.8	18.8	68.8	76.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>									
Disabled	237	98.7	74.8	22.5	2.7	31.1	45.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
<b>Limited English Proficient</b>									
Limited English	22	100.0	40.0	46.7	13.3	66.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>									
Subsided meals	1206	99.7	47.3	41.0	11.7	64.0	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

### Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>							
All Students	933	99.5	53.5	40.5	6.0	46.5	67.5
<b>Gender</b>							
Male	468	99.4	55.7	38.1	6.2	44.3	67.0
Female	465	99.6	51.4	42.8	5.8	48.6	68.0
<b>Racial/Ethnic Group</b>							
White	117	100.0	46.0	46.0	8.0	54.0	79.5
African American	800	99.4	54.5	39.8	5.7	45.5	50.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	16	100.0	60.0	33.3	6.7	40.0	60.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>							
Disabled	162	97.5	84.0	14.7	1.3	16.0	35.6
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
<b>Limited English Proficient</b>							
Limited English	16	100.0	60.0	33.3	6.7	40.0	59.6
<b>Socio-Economic Status</b>							
Subsized meals	799	99.4	56.3	39.1	4.6	43.7	55.1

**Social Studies**

All Students	927	99.7	47.3	42.4	10.3	52.7	72.3
<b>Gender</b>							
Male	444	99.8	51.6	37.3	11.1	48.4	71.5
Female	483	99.6	43.5	46.9	9.6	56.5	73.2
<b>Racial/Ethnic Group</b>							
White	134	99.3	36.5	49.2	14.3	63.5	80.7
African American	776	99.7	49.9	41.0	9.0	50.1	60.0
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	17	100.0	6.7	53.3	40.0	93.3	68.0
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>							
Disabled	153	98.0	70.8	25.0	4.2	29.2	43.5
<b>Migrant Status</b>							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
<b>Limited English Proficient</b>							
Limited English	15	100.0	7.1	57.1	35.7	92.9	67.9
<b>Socio-Economic Status</b>							
Subsized meals	815	99.6	50.4	40.1	9.5	49.6	62.1

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
<b>Writing</b>									
All Students	1400	98.3	43.7	37.9	18.4	56.3	70.2	95.6	96.1
<b>Gender</b>									
Male	690	98.0	51.8	34.1	14.1	48.2	63.2	95.3	96.0
Female	710	98.6	36.2	41.4	22.4	63.8	77.5	95.8	96.3
<b>Racial/Ethnic Group</b>									
White	192	96.9	40.9	38.1	21.0	59.1	79.1	94.6	95.9
African American	1184	98.5	44.3	37.7	18.0	55.7	57.6	95.7	96.3
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	86.2	98.6	97.3
Hispanic	24	100.0	31.3	50.0	18.8	68.8	62.6	95.6	96.5
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	68.7	N/A	94.9
<b>Disability Status</b>									
Disabled	245	95.5	80.7	16.2	3.1	19.3	26.1	94.4	95.2
<b>Migrant Status</b>									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
<b>Limited English Proficient</b>									
Limited English	21	100.0	35.7	50.0	14.3	64.3	61.2	95.5	96.8
<b>Socio-Economic Status</b>									
Subsidized meals	1212	98.5	45.7	38.0	16.3	54.3	58.9	95.5	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	270	99.3	44.1	31.9	24.0	55.9
	4	227	99.6	40.2	40.7	19.2	59.8
	5	229	99.6	31.8	51.9	16.4	68.2
	6	218	98.6	42.4	38.6	19.0	57.6
	7	241	100.0	44.9	37.9	17.2	55.1
	8	211	100.0	40.5	45.5	14.0	59.5
Mathematics							
2009	3	270	99.3	57.5	29.1	13.4	42.5
	4	227	99.6	34.1	50.5	15.4	65.9
	5	229	99.6	42.1	49.1	8.9	57.9
	6	218	98.6	38.6	45.2	16.2	61.4
	7	241	100.0	52.4	35.7	11.9	47.6
	8	211	100.0	44.5	41.0	14.5	55.5
Science							
2009	3	135	98.5	64.3	31.0	4.8	35.7
	4	227	99.6	54.2	42.1	3.7	45.8
	5	114	100.0	49.5	46.7	3.7	50.5
	6	112	100.0	53.7	46.3	N/A	46.3
	7	241	99.6	53.2	34.2	12.6	46.8
	8	104	99.0	42.9	51.0	6.1	57.1
Social Studies							
2009	3	133	100.0	48.8	40.2	11.0	51.2
	4	227	99.6	40.7	54.7	4.7	59.3
	5	114	100.0	41.1	46.7	12.1	58.9
	6	105	100.0	37.5	51.9	10.6	62.5
	7	241	99.6	61.0	24.2	14.7	39.0
	8	107	99.1	44.6	46.5	8.9	55.4
Writing							
2009	3	270	97.8	48.4	31.1	20.5	51.6
	4	230	98.7	51.2	34.9	14.0	48.8
	5	230	97.0	40.2	42.5	17.3	59.8
	6	220	96.8	42.1	37.8	20.1	57.9
	7	240	99.6	39.0	42.1	18.9	61.0
	8	210	100.0	40.6	40.1	19.3	59.4

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

## HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>										
All Students	244	98.0	22.3	43.8	22.7	11.2	48.9	61.8	No	Yes
Male	120	97.5	28.6	44.6	20.5	6.3	45.5	57.4	N/A	N/A
Female	124	98.4	16.5	43.0	24.8	15.7	52.1	66.1	N/A	N/A
White	30	90.0	3.8	38.5	34.6	23.1	73.1	74.3	I/S	I/S
African American	211	99.1	25.0	44.6	20.6	9.8	45.6	44.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	77.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55.4	I/S	I/S
Disabled	43	93.0	77.5	12.5	5.0	5.0	15.0	19.4	No	No
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	38.5	I/S	I/S
Subsized meals	182	98.9	24.4	44.9	21.0	9.7	46.0	45.6	No	Yes

## Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	244	98.4	26.1	38.5	29.1	6.4	48.7	62.7	No	Yes
Male	120	98.3	31.0	36.3	29.2	3.5	50.4	61.8	N/A	N/A
Female	124	98.4	21.5	40.5	28.9	9.1	47.1	63.6	N/A	N/A
White	30	93.3	11.1	29.6	48.1	11.1	74.1	75.1	I/S	I/S
African American	211	99.1	28.4	40.2	25.5	5.9	44.6	45.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.8	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	59.2	I/S	I/S
Disabled	43	95.3	73.2	14.6	9.8	2.4	17.1	21.8	Yes	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	52.3	I/S	I/S
Subsized meals	182	98.9	27.8	38.6	27.3	6.3	46.6	47.9	No	Yes

## Physical Science (End-of-Course Performance by Group)

All Students	240	90.8	74.6	12.9	3.3	N/A	N/A	N/A	N/A	N/A
Male	119	90.8	79.0	10.9	0.8	N/A	N/A	N/A	N/A	N/A
Female	121	90.9	70.2	14.9	5.8	N/A	N/A	N/A	N/A	N/A
White	29	89.7	62.1	20.7	6.9	N/A	N/A	N/A	N/A	N/A
African American	208	90.9	76.4	11.5	2.9	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	39	69.2	69.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	178	89.3	75.3	11.8	2.2	N/A	N/A	N/A	N/A	N/A

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	222	95.0	18.3	43.3	26.4	12.0	53.4	69.7
	2009	244	98.0	22.3	43.8	22.7	11.2	48.9	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	222	94.6	18.8	32.2	36.5	12.5	63.9	67.2
	2009	244	98.4	26.1	38.5	29.1	6.4	48.7	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.0%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.4%	0.0%	No
Student attendance rate, grades K-8	94.9%	94.0%*	Yes

\* Or greater than last year

\*\* Adjusted to account for natural variation in performance.